



JOB DESCRIPTION

JOB TITLE	Group Director of Inclusion
DEPARTMENT	Learning Support
SECTION	Forest School Group
LINE MANAGER	Warden

SAFEGUARDING

Forest School is committed to safeguarding and promoting the welfare of children.

Safeguarding checks will be undertaken on all successful candidates in accordance with School policy. The safeguarding responsibilities of the post can be found in this job description and person specification.

NB The post is exempt from the Rehabilitation of Offenders Act 1974.

The postholder will be required to;

- Complete an Enhanced Disclosure and Barring Check (DBS).
- Complete Child Protection Training.
- Promote and safeguard the welfare of all children and young persons they are responsible for, or with whom they come into contact.

JOB SUMMARY:

The Group Director of Inclusion is the strategic lead for learning support and inclusion across the Forest School Group. This is a senior, group-wide leadership role with responsibility for shaping vision, policy, consistency, and quality of inclusive provision from Pre-Prep through to Sixth Form.

The postholder leads at group level rather than running day-to-day provision in any one phase. Operational delivery, such as assessment of individual pupils, intervention timetabling, parent meetings, day-to-day case management, and phase-specific specialist teaching, remains with the SENDCo teams based in the schools across the Group. The Group Director of Inclusion line manages the school-based SENDCos, supports their professional development, and is accountable for the coherence and quality of inclusive practice across the Group.

Forest is appointing this role at a significant moment in the wider SEND landscape. The number of pupils identified with neurodevelopmental differences, including autism, ADHD, dyslexia and other specific learning differences, developmental language disorder, and co-occurring profiles, has risen markedly across UK independent schools. The recent SEND reform agenda, and the work of the Neurodivergence Task and Finish Group, are reframing inclusion as a whole-school, needs-led responsibility rather than a specialist parallel system. The successful candidate will lead Forest School Group's strategic response to this shift, ensuring that

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inclusion is understood as a core academic priority shared by every teacher and every leader across the Group.

The Group Director of Inclusive sits on the Group Leadership Team and reports to the Warden. The postholder will liaise and collaborate regularly with the heads of each school within the group.

KEY RESPONSIBILITIES:

Strategic leadership of inclusion and learning support

- Lead the development and implementation of an inclusive whole-Group strategy for learning support and SEND, ensuring coherence of approach across ages 4 to 18 and alignment with the Forest School Group's academic vision, pastoral framework, and safeguarding culture.
- Position inclusion as a core academic priority shared by every teacher and every leader, rather than a parallel specialist provision.
- Advise the Warden and the Executive Team on policy, priorities, capacity, and resourcing for learning support, including the implications of national SEND reform and emerging research.
- Develop, review, and maintain the Group's SEND, Inclusion, and Access Arrangements policies, ensuring they are coherent, current, and compliant with the SEND Code of Practice (0–25), the Equality Act 2010, KCSIE, ISI inspection expectations, and JCQ and awarding body regulations.
- Lead the Group's Equality Act duties for pupils, including the anticipatory duty to make reasonable adjustments, and oversee the annual review of the Accessibility Plan covering curriculum, information, and environment.
- Maintain a current, evidence-informed understanding of national SEND reform, and be responsive to developments and reports such as the work of the Neurodivergence Task and Finish Group, and developments in inclusive pedagogy, translating these into practical implications for the Group.

Leadership and management of Learning Support teams

- Line manage the Group SENDCos, providing professional guidance, supervision, and challenge, and holding accountability for the standards and consistency of provision in each phase.
- Empower SENDCos to lead operational delivery confidently within their own settings, while ensuring shared expectations, language, and quality across the Group.
- Chair a regular Forest School Group SEND forum, bringing SENDCos together to share practice, moderate provision, discuss complex cases, and align development priorities.
- Coordinate the appraisal and professional development of phase SENDCos and contribute to the development of the wider learning support team across the Group.
- Provide strategic oversight of the deployment of specialist teachers and learning support staff across the Group, including timetabling, supervision, and quality assurance, while leaving day-to-day operational management to SENDCos.
- Maintain robust and proportionate processes for engaging external professionals, including educational psychologists, speech and language therapists, occupational therapists, and CAMHS, and ensure their advice is translated into usable classroom strategy.
- Promote a unified, collaborative departmental culture that values phase-specific expertise alongside whole-Group coherence.

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Group-wide systems, identification, and provision planning

- Oversee the strategic development of systems for identification, assessment, provision planning, and review across the Group, ensuring consistent use of the Assess–Plan–Do–Review cycle in each phase.
- Ensure that systems are appropriate to the age and stage of the pupils; for example, ensure that early years identification reflects the EYFS Statutory Framework and specific requirements of the SEND Code of Practice for the early years.
- Co-develop shared templates, language, and expectations for SEND registers, pupil profiles, and provision plans, while respecting the developmental distinctiveness of each phase.
- Maintain strategic oversight of the Group SEND register and ensure its accuracy, confidentiality, and accessibility to staff in a form that supports day-to-day classroom practice.
- Use academic tracking data and qualitative evidence to evaluate the impact of learning support and inclusive practice on pupil progress, confidence, and independence across all phases.
- Regularly review provision and adapt approaches where impact is limited, ensuring the Group is willing to redesign or discontinue interventions that no longer serve pupils well.
- Ensure that the Group responds thoughtfully to the rising prevalence of neurodevelopmental profiles, including autism, ADHD, dyslexia and other specific learning differences, developmental language disorder, sensory processing differences, and co-occurring SEMH needs. Provision should reflect current evidence, including awareness of masking, school-based anxiety, and the home–school presentation gap.
- Provide strategic oversight of pupil transitions across the Group, including internal transitions between Pre-Prep, Prep, and Senior School, entry from external schools, and post-16 and post-18 pathways, ensuring early planning, careful information transfer, and a confident landing in each new phase.
- Ensure transition processes are consistent, timely, and clearly communicated to staff, pupils, and parents.
- Provide strategic input into admissions activity across the Group, working with the Director of Marketing and Admissions to ensure potential learning needs are identified at entry, communicated clearly to parents and relevant staff, and considered honestly against what Forest is able to provide.

Classroom practice, quality assurance, and staff development

- Spend sustained, protected time in classrooms across all phases, through learning walks, paired observation, and work scrutiny, to understand strengths, variation, and barriers to learning.
- Work with senior leaders, head of department and subject leads in each phase to embed quality first teaching, adaptive teaching, scaffolding, and universal classroom strategies that benefit all learners and reduce the need for separate intervention. This must be carefully differentiated by phase, recognising the points at which specific learning differences typically emerge (such as in early reading and phonics).
- Lead the strategic direction and evaluation of learning support across the Group for inspection and review purposes, ensuring systems, policies, and documentation are coherent, current, and inspection-ready.
- Use observation, learning walks, and work scrutiny as tools for development and consistency, feeding findings back into CPD planning.
- Design and lead a coherent, multi-year CPD programme on inclusive practice across the Group, with a particular focus on adaptive teaching, neurodiversity and learning differences, language and literacy development, and supporting pupils with SEND in mainstream classrooms.

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- Develop the Group's approach to assistive technology, including a multi-year strategy for licensing, training, exam-mode parity, and home access, so pupils can build independence and transfer skills smoothly from classroom to assessment.

Exam Access Arrangements

- Take strategic responsibility for Exam Access Arrangements (EAA) across the Group, ensuring relevant colleagues in each school embed consistent practice across phases and across internal and external assessment.
- Ensure full compliance with JCQ and awarding body regulations, including robust evidence of normal way of working, timely completion of required paperwork, such as Form 8s.
- Develop and implement a clear, transparent EAA policy for staff, parents, and pupils, including how arrangements are identified, assessed, granted, and reviewed.
- Provide strategic oversight of internal assessment and examination arrangements for pupils with SEND, ensuring consistency between classroom practice, internal assessments, and public examinations so that approved arrangements genuinely reflect pupils' normal way of working.
- Ensure that decisions are evidence-led and made in the pupil's interest, and that staff are trained and supported to apply arrangements consistently.

Communication, partnership, and pupil voice

- Act as a senior, visible, and approachable point of contact for SEND and inclusion matters across the Forest School Group.
- Build strong, trust-based relationships with parents and carers of pupils with additional needs, with empathetic and timely engagement, and support SENDCos in handling complex or sensitive cases.
- Strengthen pupil voice across the Group, supporting pupils to understand their own learning profiles, advocate appropriately for themselves, and contribute meaningfully to their provision plans.
- Coordinate the Group's relationships with external professionals, including educational psychologists, speech and language therapists, occupational therapists, CAMHS, and local authorities, ensuring their advice is translated into usable practice.
- Represent Forest at regional and national forums on SEND, inclusion, and learning support, ensuring external best practice informs the Group's strategic development.
- Ensure that Forest's learning support offer is articulated clearly and honestly in marketing and admissions materials and at open events.
- Ensure that learning support staff are visible and engaged at open days, assessment days, and similar events.
- Work closely with the Designated Safeguarding Lead, deputy DSLs in each phase, the Mental Health Lead, the Heads of House, and the medical and counselling teams to align inclusion and pastoral systems within a coherent whole-Group approach.

FOREST SCHOOL GROUP LEADER - GENERIC DUTIES AND RESPONSIBILITIES

The Forest School Group Leadership Team provide strategic leadership, professional expertise and operational oversight across the group of schools, encompassing Forest Prep, Snaresbrook Prep and the Senior School (including Sixth Form).

They are responsible for ensuring excellence, consistency and continuous improvement within their area of responsibility and for contributing to the broader strategic development of the School.

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In addition to the duties expected of all Forest School employees, Forest School Group Leaders are expected to:

Strategic Leadership

- Contribute actively to the development and implementation of the School's strategic vision and priorities.
- Provide leadership and strategic direction across all sections of the School, ensuring coherence and consistency from the Prep Schools through to Sixth Form.
- Develop and implement a clear strategic plan for their area of responsibility, aligned with the School Development Plan.
- Promote a culture of excellence, collaboration, innovation and continuous improvement.
- Anticipate and respond proactively to developments in education, legislation and best practice relevant to their area of responsibility.
- Advise the Executive Team and School Leadership Teams on matters relating to their specialist area.

Leadership and Collaboration

- Work collaboratively with members of the Executive Team, School Leadership Teams and other Group Leaders to support whole-school priorities and strategic initiatives.
- Provide leadership, guidance and professional expertise to colleagues across the Foundation.
- Foster effective communication and strong working relationships between the Prep Schools and Senior School.
- Promote a culture of professional trust, accountability and shared responsibility.
- Support and challenge colleagues appropriately to secure the highest standards across the School.
- Contribute to the development of leadership capacity across the organisation.

Quality Assurance and Continuous Improvement

- Establish and maintain high standards within their area of responsibility.
- Monitor, evaluate and review the effectiveness of provision, systems and practices.
- Use evidence, data and stakeholder feedback to inform decision-making and drive improvement.
- Identify priorities and implement appropriate actions to secure positive outcomes.
- Ensure that policies, procedures and practices are regularly reviewed and remain effective and compliant with statutory and regulatory requirements.

Management

- Lead, manage and develop colleagues within their area of responsibility.
- Promote a culture of professional growth, wellbeing and mutual support.
- Contribute to recruitment, induction, appraisal and performance management processes, as appropriate.
- Support colleagues in developing expertise and leadership capacity.
- Act as a positive role model, demonstrating professionalism, integrity and commitment to the values of the School.

Communication and Stakeholder Engagement

- Build and maintain positive relationships with pupils, parents, staff, governors and external agencies.
- Communicate effectively with stakeholders and represent the School professionally.

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- Work collaboratively with external organisations and professional bodies to enhance provision and opportunities.
- Ensure that appropriate records, reports and documentation are maintained and shared as required.

Operational Leadership

- Ensure the effective and efficient management of resources within their area of responsibility.
- Oversee the implementation and consistent application of relevant policies and procedures.
- Ensure appropriate systems are in place to manage risk and support effective practice.
- Promote high standards of organisation, accountability and professional conduct.
- Contribute to the planning and delivery of key School events and initiatives.

Health and Safety:

- Be familiar with and implement all School Policies and Procedures.
- Manage the School's Health and Safety policy within the department.
- Ensure that the suite of health and safety policies, including the staff code of conduct and supervision policy are fully implemented and reviewed accordingly, through the lens of the particular school.

Pastoral Responsibilities

Every staff member at Forest has collective responsibility for our pastoral processes and policies. Forest staff contribute to the development of the whole child and demonstrate consistent competence, build outstanding relationships alongside the highest expectations.

Our pastoral foundations are as follows:

- Ensure every pupil is known, liked and valued.
- Ensure every pupil feels safe and secure.
- Ensure earliest intervention and a responsibility for personal development.
- Ensure you are incorporating pupil voice into daily decision-making.
- Ensure you have proactive communication with all stakeholders.

Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

- Ensure that all key policies have been read and understood, including KCSIE Part 1
- Attend Safeguarding and Child Protection training, including updates and Prevent
- Complete an annual declaration regarding the status of DBS

Wider Responsibilities

- Support and promote the ethos, values and reputation of Forest School.

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- Demonstrate a visible commitment to the life of the School and actively support key events and activities.
- Undertake such other duties as may reasonably be required by the Warden.

TEACHER - GENERIC DUTIES AND RESPONSIBILITIES

Below sets out the generic main duties and responsibilities of any teacher at Forest School. Those holding positions of responsibility have specific job descriptions in addition to the duties described below. Above all, Forest School teachers are professionals who carry out their duties responsibly and with regard for the best interests of their pupils and the school.

Teaching and Learning

- Plan, prepare and deliver purposeful and productive lessons to assigned classes.
- Be prepared to innovate and devise imaginatively varied ways of teaching their subjects to inspire pupils.
- Encourage pupils and show enthusiasm for their subject in the classroom.
- Mark work and provide feedback according to departmental and School marking policies, giving appropriate feedback, and maintaining records of pupil's progress in their subject.
- Demonstrate an awareness and understanding of Assessment for Learning strategies and personalise the learning of all pupils, as appropriate.
- Select and use a range of different learning resources and teaching styles, appropriate to subject and topic.
- Participate in mutual lesson observations both within and beyond their department as a part of sharing best practice.
- Use teaching strategies that allow for the full range of ability and learning styles in each class, particularly considering the learning needs of pupils identified as SEND or requiring additional learning support.
- Interface regularly with the Learning Support Department and fully understand pupil needs as expressed in Pupil Passports.
- Research new topic areas and maintain up-to-date subject knowledge.
- Undertake report writing and the award of internal grades as required.

Department

- Carry out any reasonable subject-related duties assigned to them by their Head of Department.
- Attend department meetings and moderation meetings as requested by their Head of Department.
- Contribute to the Department's devising and writing of new subject materials when required.
- Actively support the super-curricular and academic life of your department.
- Make themselves familiar with the contents of their Department Handbook and endeavour to follow closely the guidance and Schemes of Work provided in this document.

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Co-Curricular

- Contribute imaginatively to the co-curricular, extra-curricular and sporting programmes of the school as required by the Head of Department and Senior Leadership Team. Be prepared to run or assist with activities beyond lesson times and on Saturdays when required.
- Take part in the outdoor programme of the School in activities ranging from Games to the Duke of Edinburgh's Award and the Combined Cadet Force.

Other Professional Duties

- Support and foster the aims of the school.
- Make themselves familiar with the contents of the Staff Handbook, the Staff Code of Conduct, the School's aims and policies and endeavour to follow these closely.
- Carry out such duties, including breaktime supervision, cover for absent colleagues and examination invigilation, as are allocated to them by their Head of Department or Senior Teachers, punctually and efficiently.
- Attend staff meetings and briefings, parents' evenings, Commemoration Day, inset sessions and similar important functions both in and out of normal School hours, and participate in Open Days for prospective parents, carers, and pupils.
- Notify their Head of Department and the Absence Managers as early as possible if they are going to be absent from School and set rigorous, appropriate work.
- Attend relevant training each year, after obtaining the consent of their Head of Department and the CPD Budget holder.
- Take part in the school's performance management scheme and appraisal.

This generic description should be read alongside the following documents:

- Staff Code of Conduct
- Teaching and Learning Policy/Forest Teacher Framework
- Tutor Job Description
- Departmental Handbook(s)

FOREST SCHOOL'S POLICY AND PROCEDURE

The postholder is required to actively follow and abide by all Forest policies and procedures including Equal Opportunities, Staff Code of Conduct, [Safer Recruitment and Child Protection](#), and will maintain an awareness and observation of Fire and Health & Safety Regulations

If during the course of time the duties and responsibilities should change, the job description will be reviewed and amended in consultation with the postholder.

The postholder will carry out any other duties as are within the scope, spirit and purpose of this job description as requested the line manager or Head of Department/Section.

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